

<b>Inspection date</b>	04/06/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	Not Applicable
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

### **The quality and standards of the early years provision**

#### **This provision is good**

- The childminder builds close, warm relationships with children and this gives them a strong sense of security.
- The childminder plans a stimulating and varied range of activities and provides resources, which enable children to make good progress.
- The childminder understands her role and the necessary procedures to protect children when they are in her care.
- Successful partnerships with parents help to ensure children get the support they need in their learning and care.

#### **It is not yet outstanding because**

- The childminder plays singing and action songs as background music and this does not provide sufficient focused attention to enable children to learn the words and undertake the actions by copying the childminder.
- The information the childminder asks parents to provide when very young children first join her care does not sufficiently focus on the age range of the child. Therefore, information does not help to provide a clear baseline for monitoring progress.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector toured the premises and reviewed the resources with the childminder.
- The inspector observed the childminder's interactions and the children at play.
- The inspector examined records and documents provided by the childminder.
- The inspector read comments from parents.
- The inspector read the childminder's self-evaluation.

## Inspector

Lynne Lewington

## Full report

### Information about the setting

The childminder registered in 2013. She lives with her husband and two young children in Brighton Hill, Basingstoke. The children have access to the ground floor of the property for play and bedrooms for rest. There is a secure garden available for outdoor play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently three early years children on roll. She visits activities in the local community and can take and collect children from the local school and preschool.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- use rhymes and action songs as a focused activity to encourage communication and language, expression and physical skills
- gather more informative development information from parents when children first start to provide a secure baseline for monitoring development.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

The childminder creates an enabling environment where children explore the toys and books independently and make choices in their play. She plans activities, which she knows will interest and inspire the children. For example, she knows that the children have a fascination of insects and has planned to introduce them to new textures. She prepares for an activity ensuring resources are easily available for the children to investigate. Young children explore the textures of the various plastic insects and use a magnifying glass to look at them, they run their fingers through coloured rice and feed it to the creatures. The childminder provides a narrative to their actions and models behaviour, which they copy. The childminder uses this activity as a good opportunity to encourage language, physical awareness and awareness of the natural world. Sometimes the childminder has nursery rhymes and actions songs playing in the background. This does not effectively encourage children to learn the songs and the actions or benefit from the opportunity to focus and see the childminder doing the actions and using expression. Books are easily available and children sit close to enjoy a familiar story. This helps to build their enjoyment of books and awareness that words have meaning. The childminder encourages young children's mobility by ensuring there is space for floor play and she ensures there are items for them to reach for and hold onto when learning to walk. Outings in the local community provide

children with opportunities to meet with other adults and children; this supports their developing social skills.

The childminder skilful in her abilities to monitor children's development. She understands the importance of gathering information from parents when children first start to inform her baseline to monitor progress. However, the tool she currently uses does not efficiently gather information for very young children so effective monitoring can begin immediately. The childminder demonstrates a well-developed understanding of the role she plays in undertaking the two-year-old progress check. Parents are encouraged to share information about their child's activities and experiences at home and frequently add information to their daily diaries. This valuable information helps to increase the childminder's understanding of the individuality of each child.

### **The contribution of the early years provision to the well-being of children**

The childminder is a positive role model for the children. She is calm and patient in all her interactions with them. The childminder understands the importance of providing children with clear expectations and consistent boundaries. She understands how development can affect behaviour and has a sound awareness of how to manage undesirable behaviour calmly. The childminder encourages good manners by setting a good example. She praises children for their efforts and encourages children for their help, participation and kindness to each other. This teaches children to learn how to get along together.

Outings in the local community provide children with opportunities to meet other adults and children. This helps them to learn to accept and respect people's differences. Children appear confident and happy in the childminder's care. They respond to her warmly, sit close for a cuddle and explore the environment confidently. This indicates they feel secure. The childminder understands the importance of creating familiar routines for children as a way of promoting their sense of security. For this reason, the childminder ensures children have regular meals and sleep times in addition to opportunities for stimulating play.

The childminder takes good care to ensure children begin to learn about safety, good hygiene and healthy lifestyles. The childminder has a good understanding of all aspects of safeguarding children's welfare. Her premises are clean, safe and well maintained. Children learn about good hygiene and the importance of healthy eating through their experiences and the childminder's comments as she helps them. When the childminder provides food she is conscious of ensuring children have a nutritious diet including fresh fruit and vegetables. She understands the importance of risk assessing regularly. The childminder carries out a fire drill to ensure children learn how to evacuate the premises swiftly in an emergency. The childminder teaches children how to keep themselves safe and talks to them about safety in a way suitable to their age and understanding. She teaches children to use tools safely as they play. The childminder has a clear policy available for parents explaining her safeguarding role and the action she will take if she is concerned about the welfare of a child.

The childminder recognises the importance of helping children to prepare and understand changes they may experience in their lives. She asks parents to keep her informed of events at home in order that she can be supportive. The childminder recognises that starting nursery or school can be daunting and has a clear understanding of how she can help a child with this move. For example, by talking about what will happen, visiting the new environment, and helping the child to learn independence skills, which will help them feel confident.

### **The effectiveness of the leadership and management of the early years provision**

The childminder demonstrates a good understanding of the types of experiences children require to help them to make progress towards the early learning goals. She is enthusiastic and constantly looks for new ways to engage children in meaningful activity, which will encourage their interests and development. She carefully monitors their developmental progress and welcomes the information parents share. As a result, children are making good progress.

The childminder has a good understanding of the requirements of the Early Years Foundation Stage and maintains all the required records. She has effectively evaluated her provision, seeking comments from parents and reflecting on her experiences to date. She has plans for continuous development, which include enhancing her knowledge through training opportunities. She is proactive in finding tools to help her in her role. For example, she has researched and found tools to help her record and monitor children's progress.

The childminder has positive relationships with parents. She shares information face to face and shares a daily diary. The parents use the diary to pass information on to the childminder. The childminder understands the importance of developing positive relationships with others who provide education or care to the children she cares for, in order that they can work in partnership. She makes good use of local community resources for young children, enhancing opportunities to extend their learning. The childminder also meets with other childminder's to share skills and knowledge, therefore enhancing practice.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY471404
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	948084
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	4
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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